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Views of not assigned teachers about professional future

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Abstract

This study is a qualitative study to determine how not assigned teachers think about their professional future and reveal how their lives are affected by this situation and detect possible solutions in accordance with the opinions of not assigned teachers. The news about suicide of not assigned teachers recently published in the press demonstrate the importance and necessity of this research. This study was carried out with 100 wage teachers serving in private training intuitions and public schools at the center of Diyarbakır province. The data were obtained via unstructured measurement tool which consists of seven questions and developed for this study. To analyze data, “Data Reduction”, “Data Presentation”, “Result Verification” of Miles and Huberman were used. According to some important findings obtained from the research, the majority of the participants find the implementation of KPSS as wrong, their lives are adversely affected by KPSS because they cannot be assigned. The participants expressed that they have negative thoughts about their professional future and also suggested some possible solutions to haw all teachers could be assigned.

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1. Introduction

One of the most important problems of our country is the problem of teacher assignments. Resolving of this problem has been failed due to the frequent changes in the education system. Although not assigned teachers have energy and self-confidence, they cannot tenure to public schools and they work either as paid teachers or out of the teaching profession. Even more they often face the problem of unemployment which can bring to depression. Those who have no hope to find a job and therefore, have no expectations for bright future fall into more depression (Güler, 2010). Despite the ability and eager to work ones unemployed a person becomes desperate, helpless, lonely, and prone to depression. Unemployed people usually feel that life is unmeaning, vacant, obscure (Güngören & Ehtiyar, 2009). In fact, non-assigned teachers’ suicides have been seen in news (İHA, 2012). The Birgün Newspaper (2010) reported that the members of Educational Laborer Association protested since 13 teacher candidates sank into depression and committed suicide (Şahin, 2011). Considering

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the holiness of the teacher profession, it is clear that teacher candidates do not deserve this position. Maintaining the education system properly and qualified is directly related with teachers. For this reason, revealing how the lives of not assigned teachers' are affected seems to be significant.

The aim of this study is to determine how not assigned teachers think about their professional future and to reveal how their lives are affected by this situation and also to look into possible solutions in accordance with the opinions of not assigned teachers. On direction of this purpose, following questions have been asked to answer.

Teacher candidates;

1. The reasons of choosing teacher profession
2. Opinions about prestige of teacher profession in society
3. Whether they choose teacher profession in the case of offering better economic advantages
4. In what position (profession) five years later
5. Opinions about KPSS (national exam to tenure teacher)
6. Effects of being not assigned to their lives
7. Their own solutions to tenure of those not assigned teachers

2. Method

The study is a qualitative research. Qualitative research method is often used in researches concerning social phenomena (Patton, 2012). Data was collected with open-ended questions. An open-ended question enables the researcher investigates phenomena inflexible and unlimited way (Yıldırım & Şimşek 2010). Therefore, it can be caught up the view points, feelings, experiences and knowledge of people without adhering previously determined questionnaire categories (Patton, 2012).

2.1. Sample of the study

The sample of the study were 100 (female:25, male:75) non assigned teachers who are paid teachers in public and private schools, and getting initial teacher training in Ziya Gökalp Education Faculty.

2.2. Collecting data

A questionnaire form with open-ended questions was developed to collect data. In order to construct this form, previous studies were examined, and both academicians' and not assigned teachers' opinions were gathered. A question pool consisting eleven questions was prepared. By the help of expert academician, the way of the expression of styles of questions, order of questions and content of the questions were revised, and the number of questions reduced in seven questions. A pilot study was conducted with 25 participants with these questions. After the results of the pilot study and based on the critics and advices of academicians, not assigned teachers, a last revision was made. For the validity of the questions, two associated professor and two assisted professors in Dicle University Ziya Gökalp Education Faculty were applied for. The data was collected through November 2011- May 2012 by the researchers.

2.3. Data analysis

To analyze data, "Data Reduction", "Data Presentation", "Result Verification" of Miles and Huberman (1994) were used. Firstly, written answers to questions were combined in the computer. Data were categorized by coding conceptual and relational level with content analysis. Analysis of the data was made by researchers separately. Participation frequencies to categories were calculated. In order to increase the objectivity and reliability of analysis, confirmation percentage of the coders were checked when the coding of first and last question. Confirmation of percentage was calculated via the formula of (all the number of categories confirmed) / (the number of all confirmed and unconfirmed categories) (Miles and Huberman, 1994). The reliability of coefficient of the first question was .81; for sixth question .88.

3. Findings

The findings are presented below in the tables.

Table 1. Findings regarding the reasons of choosing the teacher profession

| <i>The reasons of choosing teacher profession</i> | N | % |
|---|----|----|
| I chose this profession consciously and fondly | 75 | 75 |
| I chose mandatory reasons and unwillingly | 25 | 25 |

As can be seen from the Table 1, 75 % of not-assigned teachers state that they chose their profession consciously and fondly. One of the participants expressed the following: “I think it is important to teach something to someone. I am in love with my profession.” *Participant 8*. The rest of the participants among the reasons mentioned a family pressure or job guarantee probability.

Table 2. Findings regarding opinions about prestige of teacher profession in society

| <i>Opinions about prestige of teacher profession in a society</i> | N | % |
|---|----|----|
| It is not a prestigious profession | 56 | 56 |
| It is a prestigious profession | 11 | 11 |
| Its prestige is getting lower | 33 | 33 |

From the Table 2, it can be understood that only 11% of the participants think that teacher profession is prestigious.

Table 3. Findings regarding whether they choose the teacher profession in case of offering better economic advantages

| <i>Whether teacher candidates would choose the teacher profession in case of offering better economic advantages</i> | N | % |
|--|----|----|
| I think never if I found a job offering better economic advantages | 49 | 49 |
| I would prefer to be a teacher if I found a job offering better economic advantages | 51 | 51 |

As depicted in Table 3, nearly half of the participants stated that they may prefer other jobs offering better economic advantages.

Table 4. Findings regarding how the participants see their position (profession) five years later

| <i>In what position (profession) five years later</i> | N | % |
|--|----|----|
| I cannot imagine five years later at all | 24 | 24 |
| I see myself as a teacher | 28 | 28 |
| I see myself as a teacher in private teaching institution (dershane) | 25 | 25 |
| I see myself in a different job position but not the teaching one | 23 | 23 |

From the Table 4, only 28% of the participants would believe that they could tenure as a public school teacher.

Table 5. Findings regarding opinions about KPSS (national exam to tenure teacher)

| <i>Opinions about KPSS (national exam to tenure teacher)</i> | N | % |
|--|----|----|
| I think it is wrong and should be removed | 69 | 69 |
| Only questions related to educational field of the applicant should be asked | 31 | 31 |

69% participants in the study said that they find application of the KPSS to be wrong. The rest of the participants (31%) believe that even though the application of the KPSS exam is wrong, another exam which measures the knowledge in the field should be applied instead.

Table 6. Findings on the effects of being not assigned to their lives

| <i>The effects of being not assigned to their lives</i> | N | % |
|---|----|----|
| I feel unfavorable economically | 82 | 82 |
| I fell unfavorable psychologically | 75 | 75 |
| I feel social pressure on me | 48 | 48 |
| I feel myself vacant and inefficient | 64 | 64 |

The majority of the participants (82%) stated that they affected negatively in terms of economic opportunities because of not being tenured. To illustrate, Participant 46 said “My friends got married and have kids; I could not even start living.” As can be seen from Table 6, 75% of participants expressed that they suffer from psychological problems. Participant 18, for instance: “It is an infamy to remain unemployed after studying through years; I am in collapse materially and morally.” Lastly, 48% of teacher candidates claimed that they feel like unoccupied and incompetent.

Table 7. Findings on their own solutions to tenure of those not assigned teachers

| <i>Teachers candidates' own solutions to tenure of those not assigned teachers</i> | N | % |
|--|----|----|
| By decreasing the quotas of the teacher education departments | 55 | 55 |
| By abolishing the paid teacher | 15 | 15 |
| By abolishing initial teacher training from the faculties other than education faculties | 15 | 15 |
| By making teachers retired after a certain age | 15 | 15 |
| Opening new schools | 24 | 24 |
| Increasing the budget of education | 22 | 22 |
| Instead of KPSS exam, undergraduate GPA and area knowledge should be considered | 31 | 31 |

From the Table 6, 55% of the participants claim that the quotas of the departments of teacher education should be diminished so as to tenure of graduated teachers. On the other hand, the rest of the participants expressed their solutions to tenure as abolishing the paid teacher (15%), abolishing initial teacher training from the faculties other than education faculties (15%), making teachers retired after a certain age (15%), opening new schools (24%), Increasing the budget of education (22%), using undergraduate GPA and area knowledge should be considered instead of KPSS exam.

4. Discussion

This study was conducted to discover teacher candidates' views and, the effects to their lives for their professional future. Based on the findings 75 % of teacher candidate have chosen teacher professional as consciously and willingly, contrary to 25% of the participants who have chosen by family pressure or the idea of job guarantee. The similar results have reported by Şahin (2011) and TED (2009). The 56 % of the teacher candidate believe teacher profession is prestigious. Moreover, 51% of the teacher candidates said that they would prefer being teacher profession even find a job, as similarly reported by Kılıç and Kuyumcu (2008) and Temizkan (2008). Like Gök and Okçabol (1998) did tell, it was found that 49% of the teacher candidates might prefer another job. Likewise, only 28% of the teacher candidate believes that they would work as teacher in five years later. All of the teacher candidate state that their lives have affected psychologically (75%), economically 82% for not being assigned. in order to maintain the life, individual should assure earnings, feel happy and independent so s/he can satisfy form the life (Gill, 1999; Yüksel, 2003).

According to the results of the study, it is suggested that not assigned teachers could be tenured by diminishing teacher education departments' quotas. Not assigned teachers have psychologically and socially problems. For this reason, further research on this issue should be done to recover those teacher candidates.

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